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been clearly exhibited and the subject was being treated otherwise. The "evolutionary" talk about the function of war and the "sociology" generally comes to nothing. In fact, the book needs "pruning" severely. It has the faults of most prize essays; that is to say, they are well known all the world over as a tantalizing kind of literature; and when the subject reaches out, as Mr. Jones's subject does, into all history, such faults become at once more noticeable and more inevitable. Despite them, this can be recommended as a good book on a most difficult subject, and one which is marked, as Dr. Bosanquet says it is, by learning, straightforwardness and common sense.

London.

G. C. RANKIN.

SUGGESTION IN EDUCATION. By M. W. Keatinge. Edinburgh and London: Adam & Charles Black, 1908. Pp. 202.

Arising out of a study of hypnotic phenomena an increasing degree of attention has, in recent years, been given to an investigation of suggestion in the waking as well as in the hypnotic state. We now know that suggestion is a process constantly at work, that suggestibility is no longer to be regarded as an abnormal mental condition, and that while everyone is more or less suggestible, liability to suggestive influence varies from time to time. The importance of considering the value of suggestion as a factor in the educative process and in particular of estimating its efficacy as an instrument in character formation is at once evident. This task has been taken in hand by Mr. Keatinge in "Suggestion in Education," a book stimulating and instructive to a degree, and one which no student of education can afford to overlook.

Permeating an unusual amount of admirable psychology and suggestive discussions on points of method and classroom technique, the author's main thesis stands clear. Can education create? Can character be determined by school education? Both questions are answered in the affirmative, for any other answer must lead to educational pessimism. But from the outset the author discards the positions of Herbartianism as being based on a defunct and worn out psychology; ideas alone will not suffice for character building. An analysis of character from the physiological and psychological sides leads to an examination

of method as a primary factor in the educative process, but again neither demonstration nor the method of strict heurism are found sufficient: they need a third factor, suggestion. "Method, then, as a whole comprises these three factors: demonstration, heurism and suggestion. Their proportions may vary, sometimes one, sometimes another taking the lead; but in all teaching which is to be effective, and especially for the guidance of conduct, suggestion must be given its due place." The author gives an account of hypnotic suggestion, compares with it suggestion in the waking state, and describes some experimental studies of suggestion in the latter state, conducted by Binet in France and by Sidis in America. Then follow two chapters devoted respectively to the Operations Preliminary to Suggestion and the Processes of Suggestion, that all teachers should read, no matter how little psychology they may have. Much of value will be gleaned from the next chapter on Suggestion and Imitation, while the remaining four chapters on Character, Method and Suggestion; Education as Creative; Some Practical Applications; and the Sanction of Suggestion, are all from the teacher's standpoint admirable. The section on the sub-conscious mind in Chapter VIII is one of the best parts of the book.

Perhaps it is only to be expected that the adoption for scientific purposes of a word so popularly used as "Suggestion" should make its precise definition a matter of some difficulty. No better evidence of the loose usage of the term is needed when, as the author points out, even so eminent a writer as Dr. G. F. Stout, is not altogether blameless, and the variety of meaning attached to the word by different writers is clear from quotations given in the first three chapters. This is doubly unfortunate. It confuses the beginner, and does not assist the expert. Among experts two parties are to be found: those who regard suggestion merely as a process, and those who, like the author, consider ideas themselves to be endowed with suggestive force. Which view is the more correct will doubtless be decided by further investigation; it is a matter for the psychologist and does not affect the educational application. It only remains to add that Mr. Keatinge has done very useful work in giving precise meaning to a number of terms which are generally used with much indefiniteness. Recognizing the undesirability of direct suggestion as not tending to strengthen personality, the author's

plea is for a more extended use of indirect suggestion. His position can best be estimated by quoting him in connection with a moral instruction lesson on Temperance taken from A. Burdeau's "Devoir et Patrie"; "Systematic lessons in hygiene, or in elementary physiology may or may not be desirable; but it can be productive of no good to place before boys moral apothegms thinly disguised by an anecdotal or hygienic dress. If the lessons in hygiene are made hard or systematic enough, if the physiology is taught on sound and investigational lines, suggestions as to conduct may be made in this connection; but the one thing necessary is that there shall be a vigorous method, and that the boys' attention shall be diverted from the moral undercurrent." Excellent illustrations of this method in classics and literature teaching are given, but the above will suffice. Everyone interested in the teaching of morals would do well to read Mr. Keatinge's chapter, *Some Practical Applications*.

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